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AUTHOR Andrews, Susan; Ralston, Cindy; Schlaht, Sarah

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ABSTRACT

This research is intended to describe a program which may enhance oral language and academic achievement by implementing various instructional practices. The targeted population consisted of pre-kindergarten and kindergarten students in a Midwestern suburban unit district located in northern Illinois. Language and academic skills were assessed to determine whether there was an increase in overall oral language development. Analysis of probable causes indicated in the literature revealed that students exhibit poor conversational skills which interfered with language and academic development. These skills are essential to provide children opportunities to use language for a variety of purposes. Review of the research indicated that teachers may also lack the necessary training to facilitate oral language skills. A review of solution strategies offered by research suggested that we engage children in shared reading activities, community circle time, teacher facilitation, and parent involvement. After the completion of the research and intervention data had been collected, students exhibited better oral language skills due to the strategies that were implemented during the action research study. Appendixes contain: the parent questionnaire; reading and writing interview questions; screening tools; a rating scale for activity based sharing; and a home/school connection survey. (Contains 29 references and 8 tables.) (Author/RS)

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# ORAL LANGUAGE DEVELOPMENT IN EARLY CHILDHOOD

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Susan Andrews
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Sarah Schlaht

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An Action Research Project Submitted to the Graduate Faculty of the
School of Education in Partial Fulfillment of the
Requirements for the
Degree of Masters of Arts in Teaching and Leadership

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Rockford, Illinois
March 6, 2001

CS 511 260



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## Abstract

This research is intended to describe a program which may enhance oral language and academic achievement by implementing various instructional practices. The targeted population consisted of pre-kindergarten and kindergarten students in a Midwestern suburban unit district located in northern Illinois. Language and academic skills were assessed to determine whether there was an increase in overall oral language development.

Analysis of probable causes indicated in the literature revealed that students exhibit poor conversational skills which interfered with language and academic development. These skills are essential to provide children opportunities to use language for a variety of purposes. Review of the research indicated that teachers may also lack the necessary training to facilitate oral language skills.

A review of solution strategies offered by research suggested that we engage children in shared reading activities, community circle time, teacher facilitation, and parent involvement.

After the completion of the research and intervention data had been collected, we expected the students to exhibit better oral language skills that will enhance their academic achievement.

SIGNATURE PAGE

This project was approved by

Ethel Negra

Advisor

Advisor

Beverly Gulley

Dean, School of Education

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# Chapter 1

## ORAL LANGUAGE DEVELOPMENT

### General Statement of the Problem

The students of the selected pre-kindergarten and kindergarten classes exhibited poor conversational skills, which interfered with language and academic development. Evidence for the existence of the problem included assessment that indicated oral language levels, anecdotal records that documented progress, developmental checklists, tape recordings of oral language development, and parent questionnaires.

### Immediate Problem Context

The subject facility was located in a Midwest suburban unit district. This site had been closed and was then reopened to satisfy growing student population needs.

### Site

This site was built in 1954 as a traditional first through sixth grade building. Due to the decrease in district population, the site was closed in 1983. Later enrollment growth forced the district to reconsider use of building spaces available. The site was reopened in 1997 to house the district's entire birth through kindergarten population. The building was completely remodeled

to accommodate birth to six-year-old children. The remodeled facility was comprised of twenty-four single classrooms each having access to an adjoining kitchenette and specially adapted restrooms. Each classroom housed an average of twenty-five students. Overall, the building was in excellent structural shape, with a new addition that opened in 2000.

The population of 750 students ranged from ages birth to six-years-old. The building contained 22 half-day kindergarten classes, eight half-day pre-school programs, and three half-day Early Childhood Program classes. The population was comprised of 93.4% White, 3.1% Hispanic, 1.4% Asian/Pacific Islander, 1.8% Black, and 0.3% Native American. Only 3.5% of these students have been identified as limited English proficient. Low-income families account for 13% of the total school population (Housing Report, 2000).

The academic team consisted of one principal, one half-time assistant principal, eleven kindergarten teachers, one half-time kindergarten teacher, four at-risk pre-kindergarten teachers, three early childhood special education teachers, and two inclusion teachers. Support staff in the building included one nurse, three speech and language clinicians, four early literacy specialists, one learning center director, three parent educators, one parent resource center director, one half-time social worker, one half-time psychologist, two occupational therapists, and one physical therapist. Additional support staff consisted of: one art teacher, one half-time art teacher, one half-time gym teacher, and one half-time music teacher. The teaching experience of the academic staff ranged from one year to twenty-eight years with twenty-two staff members holding master's degrees. The office staff consisted of two secretaries, seven general program aides, five reading

tutors, and twelve paraprofessionals who assist in teacher material preparation. Building maintenance staff consisted of two full-time and one half-time custodians.

A project approach emphasizing developmentally appropriate curriculum integration was used to cover the mandated guidelines. The entire two hours and forty-five minutes of the student's school day was devoted to the exploration of developmental learning. Student progress was recorded through the non-graded assessments consisting of student portfolios, observational checklists, and narrative summary reports. The facility stressed the Home/School Connection with parental involvement supported by the parent resource center and available parent workshops. The mission statement of the facility encompassed the philosophy of the staff for a successful beginning school experience for their students:

> The mission of the (facility) is to provide a safe, nurturing environment for children, families and community members, which fosters meaningful experiences and active learning. The (facility) recognizes individuality and empowers all to reach their full potential as life-long learners. (School/Parent Handbook, 2000, preface.)

All three researchers were employed at the same site. Classroom 1 is an at-risk pre-kindergarten class that consisted of a total of twenty students, ages three through five year olds. The children attended two hours and forty-five minutes per session. Classroom 2 and 3 are kindergarten classes that consisted of twenty-five students, ages five to six year olds. The children attended two hours and forty-five minutes per session.

## District

The school district served an expanding community of 36,682 residents and was located 15 miles south of the state line and 90 miles northwest of the third largest city in the nation. Two cities made up the district's 20 square attendance miles. Households without children accounted for 24.6% of the population. Married couples with children and single-parent families comprised 75.4% of the population. The median family income within the district was $36,493 (Center for Governmental Studies: Census data, 1998).

## The Surrounding Community

The majority of residents 25 years of age and older have graduated from high school, while a significant 17.4% did not have a diploma. Twenty-six point two percent of the residents had some college with no degree, 8.1% were college graduates (Center for Governmental Studies: Census data, 1998).

The work force in the community was predominately blue collar with an employment rate of 95.5%. This work force was categorized as 32.2% technical/sales/administration, 20.5% operators/fabricators/laborers, 18.4% managerial/professional, 15.9% precision production workers, 12% service workers, and 0.9% farming/forestry/fishing (Center for Governmental Studies: Census data, 1998).

The district served the needs of 7,217 students that range in age from three to twenty-one (School Report Card, 2000). Students living more than one and one-half miles from their

neighborhood school were eligible for district provided transportation. Special education services were available to mentally impaired, hearing impaired, visually impaired, physically impaired, speech and language impaired, and learning disabled students. Additional intervention services available were Early Literacy Services, Title I, Children At-Risk Educationally, and transitional programs. A magnet school housing an academic academy was offered to elementary students who excelled in academics and fine arts.

The district strived to prepare graduates for vocational careers within the community. The focus is to provide students with additional information and services regarding educational preparation for careers. A hands-on technical academy was also available for junior high and high school students. Start-up funds for this academy were provided through a collaboration of local businesses and the school district. Continued funding and staffing of the academy became the sole responsibility of the district. High school diplomas were earned by 74.6% of the 1999 seniors (School Report Card, 2000).

Growth within the district had been consistent over the last five years. This may be attributed to the district's proximity to a large metropolitan school district that was currently experiencing an ongoing discrimination lawsuit. The expenses of the lawsuit resulted in flight from the adjacent district into the subject district.

The educational needs of the subject district were overseen by the central office administration. The administration consisted of a superintendent, an assistant superintendent for business services, and an assistant superintendent for human resources. An elected school board met monthly to address issues pertaining to budget, staffing, discipline, facilities and curriculum.

## National Context of the Problem

The results of the national assessments in reading have shown that less than one-third of nine-year-olds were average readers (The National Reading Panel Video, 2000). Former President Clinton established the reading panel to determine how children learn to read. Current research literature on critical thinking and cognitive development indicated that the development of language has a close relationship to the development of thinking abilities (Berry, 1985; Gambell, 1988). This was especially true for elementary-level students. Before achieving proficiency in reading and writing—and even after proficiency in reading and writing have been achieved—oral language was one of the important means of learning and of acquiring knowledge (Lemke, 1989). Throughout life, oral language skills will remain essential for engagement in intellectual dialogue, and for the communication of ideas (Lemke,1989).

## Researchers' Perspective of Local Context

### *Classroom 1*

The researcher had taught for three years including one year early childhood special education, and two years as an at-risk pre-kindergarten teacher. This classroom was center based across the curriculum (discovery, art, literacy, technology, dramatic play, manipulatives, sensory, blocks). Through the researcher's experience and observation, she felt that oral language was a very important component for the child to achieve a good self-concept and succeed in school.

*Classroom 2*

The researcher had taught kindergarten for three years. This classroom was center based across the curriculum (math, science, art, social studies, literacy, technology, sensory). The researcher felt that reading was the most important area in education. Oral language skills were eminently linked to future reading skills. Proficiency in oral language was vital for self-expression and communicating ideas. Early language skill acquisition was crucial to the brain's development. Listening to language was the groundwork for later reading skills. When children had poor or delayed language skills, academic barriers could develop.

*Classroom 3*

The researcher had taught kindergarten for two years. This classroom was center based across the curriculum (math, science, art, social studies, literacy, technology, sensory). The researcher felt that children used language to make sense of their world. Children who exhibited delayed or poor language skills showed low readiness skills and self-esteem. When children could not make themselves understood, the communication process broke down. The listener did not reply and the children's efforts were not rewarded. The researcher observed that children's language contributed to their academic growth. She also observed that good oral language aided recall and enhanced cognitive development. It seemed essential that the teacher and the home collaborate to develop good oral language skills for the student.

# Chapter 2

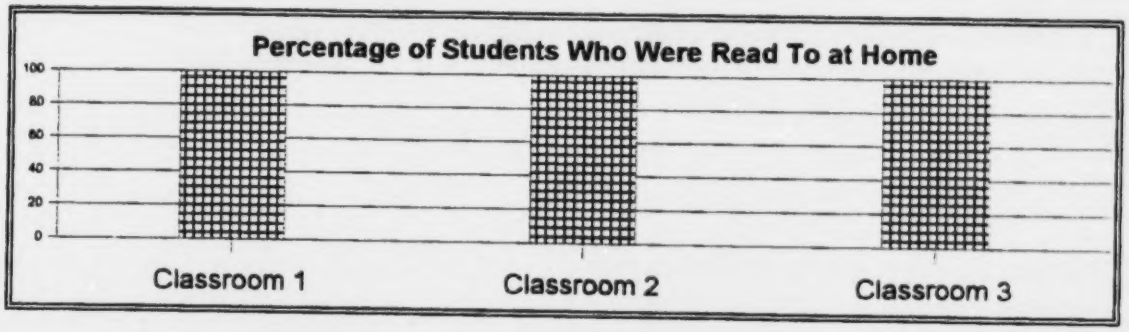
## PROBLEM DOCUMENTATION

### Problem Evidence

In order to document evidence of poor oral language skills, parent questionnaires, student interviews, screening rating scales and sharing/circle time rubrics were analyzed within the first two months of the 2001-2002 school year. Student observations of oral language skills were also maintained and documented by teacher surveys.

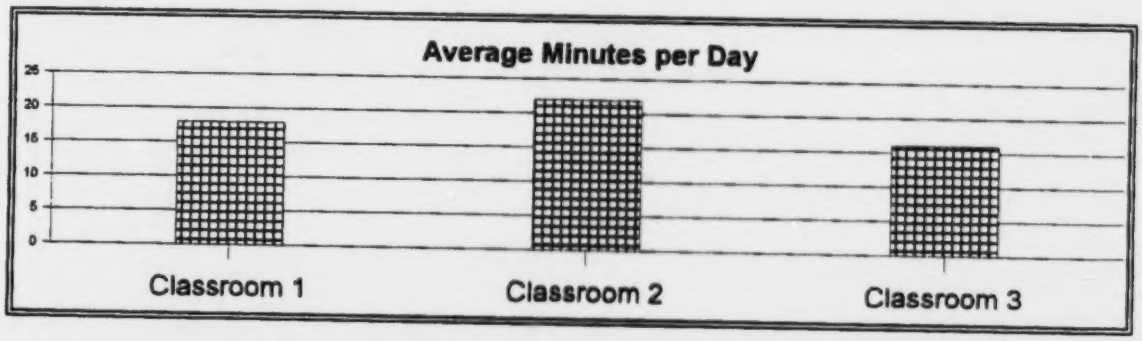
Parents were asked to complete a questionnaire pertaining to reading habits (Appendix A). In classroom 1, seventeen surveys were distributed to parents/guardians and nine were returned. Surveys were distributed to caregivers of fifty students in classroom 2 and 3 and twenty-three were returned. The study was conducted only with students where parental permission was provided.

The first question on the Reading Survey pertained to reading habits at home. With this question the researchers wanted to discover which students benefitted from being read to while at home.



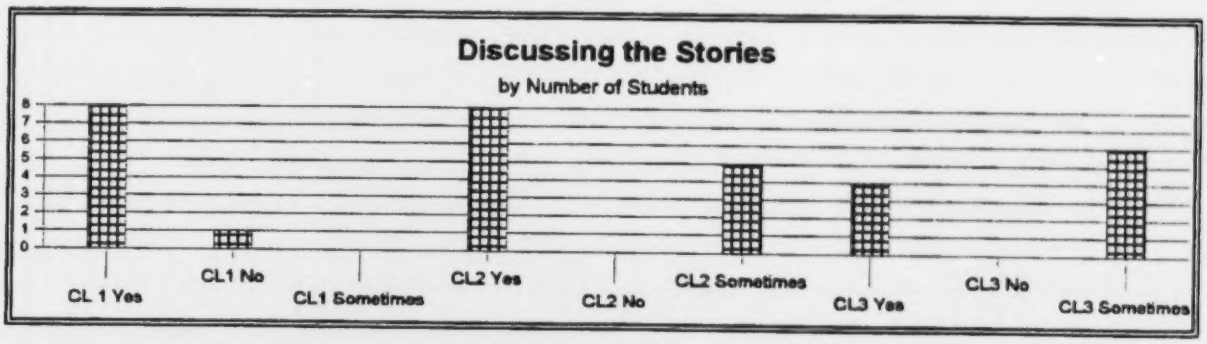

Referring to the above graph, of the 32 parents questioned, 100% said they read to their children at home.

The second question pertained to numbers of minutes students were read to at home.




The average reading time of the three classes was 18 minutes per day.

The last question pertained to the discussion of the material read.




*Key: CL1 = Classroom 1, CL2 = Classroom 2, CL3 = Classroom 3*

Of the 32 parents surveyed, 60% said they discussed the story, 3% said "no," and 37% said "sometimes." With this parent questionnaire we were looking for a correlation between those who were read to and good oral language skills.

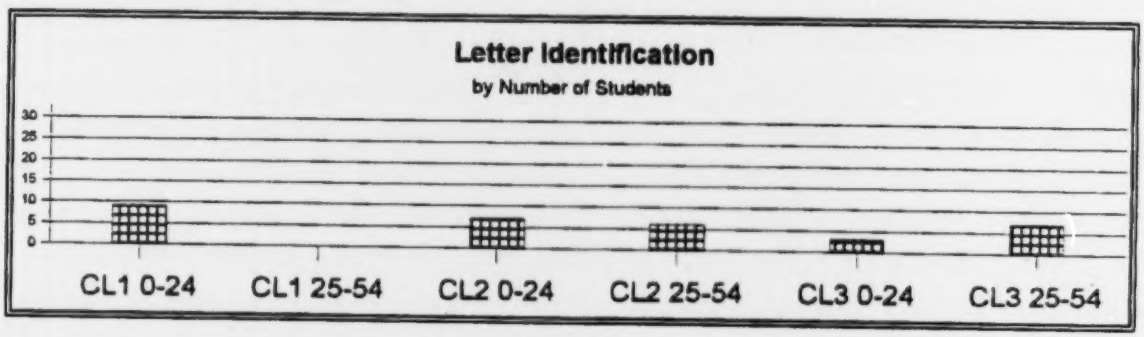
An additional instrument was used by the teacher to interview the children. This tool pertained to the students' understanding of reading and their reading habits (Appendix B).

| **General Reading Knowledge** | | | |
|---|---|---|---|
| Classrooms | 1 | 2 | 3 |
| Students who know about reading | 23% | 77% | 80% |
| Students who see others read | 88% | 100% | 100% |
| Students who have knowledge on why people read | 33% | 93% | 100% |
| Students who know what good readers do | 22% | 47% | 50% |

By looking at these findings, it is evident that the pre-kindergarten students have less general knowledge of reading.

The student/teacher interview gave the researchers insight to the students development of oral language skills. Oral language contributes to improved reading and writing.

Another component used to measure students' skill level was the pre-kindergarten and kindergarten screening tool. This evaluation tool was given by the classroom teacher to assess letter identification (Appendix C).

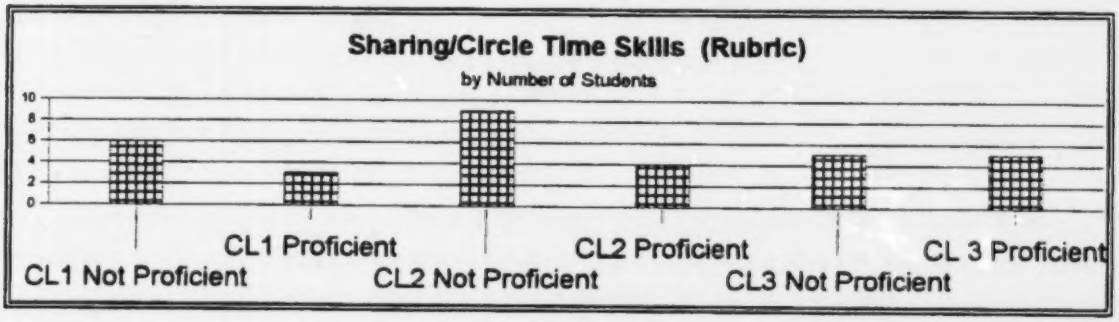



*Key: CL1 = Classroom 1, CL2 = Classroom 2, CL3 = Classroom 3*

Of the 32 students screened, 70% could identify 0 to 25 letters out of 54 (upper and lower case letters, including "fancy" a and "fancy" g). Thirty percent of the students were able to identify 26 to 54 letters.

Sharing/circle time was also implemented regularly as a tool to promote confidence, vocabulary, and language skills. As the students participated in their sharing time, a rubric (Appendix D) was used to evaluate their skills. This rubric was used as an activity-based rating scale to determine oral language proficiency in the areas of content, language structures, independence, and participation.

Out of 32 students, 57% were rated not yet proficient in these areas (see the following graph).




*Key: CL1 = Classroom 1, CL2 = Classroom 2, CL3 = Classroom 3*

The final component of the research was the Home/School Connection. The reason for this component was to involve the parents. This would allow the parents to practice shared reading, shared time, and to spend quality time with their child. Literacy bags were sent home with each child, including two books, an activity sheet, and a little "Keep Book." Also included was a Home/School Parent Survey (Appendix E). One hundred percent of the parents surveyed felt that the literacy bags were a good idea. They enjoyed the activity and wanted to see more home/school connections.

## Probable Causes

The literature that was reviewed revealed several underlying causes for poor oral language skills in students. The focus of this literature review concentrated on the home environment, the school environment, and the lack of opportunities provided at both locations.

According to Bruner, if particular attention is not being given to the development of oral language in the home environment, children will find it very difficult to think abstractly and symbolically (1983). If the home environment failed to provide multiple language opportunities, children could not make themselves understood and the communication process broke down. According to the National Research Council's *Guide to Promote Children's Reading Success* (1998), when children were not engaged in interesting conversation with responsive adults, it was difficult for them to acquire vocabulary, language skills, and knowledge about the world. The home environment was a significant factor. According to Morrow, "Parents are the first teacher children have, and, beginning at birth, children's experiences affect their success in becoming literate individuals." A home environment that provided opportunities rich in oral language could promote success in academic areas.

"Many studies have indicated that oral language development has largely been neglected in the classroom," (Holbrook, 1983). Oral language in the classroom was often used more by teachers than by the students. Hong and Aiex (2001) suggested that even when oral language was used by the teacher it seldom functioned as a means for students to explore ideas and gain knowledge. They indicated two underlying causes:

1. Conventional teachers spend many hours teaching by talking while children sit passively listening.
2. Teachers assume that children come to school with proficient oral language.

Lyle (1993) states that, "The neglect of oral language in the classroom will destroy the foundation and severely hinder the development of other aspects of language skills." If children are not given both opportunity and encouragement to speak and explore their own thinking at home and in school, oral language development and academic achievement could be delayed.

# Chapter 3

## THE SOLUTION STRATEGY

### Literature Review

Research suggests several different options for improving oral language skills, which can enhance academic achievement. Some approaches cited in the literature were the importance of early language development, parental support, a variety of teaching strategies, including restructuring the classroom environment, and authentic assessment.

Oral language was referred to as one of the early self-improving systems developed by the child. Language development does not happen naturally. To foster a child's language development we must create opportunities for them to hear language and to practice using language. Strickland and Morrow (1989) state, "Many believe that oral language is the basis for becoming literate. Without oral language, it might be impossible to develop the ability to read and write." In 1975 Halliday categorized language functions as:

1. Language instrumental for meeting needs.
2. Language used to regulate the behavior of others.
3. Language used to establish social relationships.
4. Language used to express ideas and feelings.
5. Imaginative language used to express fantasies.

6. Language used to investigate in order to gain information.
7. Language used for sharing. Oral language is learned as needed, and it develops in stages.

Most teachers are aware of oral language development. Holzman stated that many factors can effect oral language acquisition such as children's sex, age, ethnicity, socioeconomic status, customs, and values of the adults with whom they communicate (1983).

Jalongo (2000) suggested that adults provide the language model. There is a correlation between the maturity of language used by a child and the amount of mature conversation the child has with adults. At first the child has a private language usually understood best by the parent or caregiver. Learning to pronounce the sounds of one's language is a gradual process from birth to seven or eight years old.

According to the Language Development Association of America, parents can do much to nurture early oral language development in their children through activities such as:

1. Talking to your child.
2. Reading to your child.
3. Reading books as an interactive experience.
4. Cultivating phonological awareness with auditory and visual word games.
5. Teaching children to learn one-to-one correspondences, then patterns and sequences.

6. Linking young children with positive early reading experiences using audiotapes, videos, reading buddies, lap reading, and print-rich home environments. A love of books helps to make the ongoing effort of learning to read fun and worthwhile, even for children who struggle to master its skills.

The National Research Council (1999) suggested that promoting oral language in the home does not necessarily mean creating an academic setting and formally teaching children. Parents and other caregivers can take advantage of opportunities that arise in daily life to help their children develop language and literacy.

Jalongo (2000) stated:

> "The family is the key context in which the young child develops. Family members are the "first and most constant language partners with young children through the developmental years." Therefore, any effort to exert a positive influence on children's language must begin with the family. Collaboration with other programs, professionals, and families can contribute to enhanced outcomes for children."

This research suggests that a variety of teaching strategies is important to children's oral language development. Such strategies could include an interactive classroom environment, shared reading, sharing circles, and authentic assessment.

Concerning environment, Lindfors (1991) suggested that teachers provide appropriate places for children to engage in their work such as quiet, private places for solitary kinds of work

including areas in which to write, reflect, socialize, and build in such a way that the child has the freedom to move about.

Author and kindergarten teacher Bobbie Fisher (1999) substantiated the need for teachers to create an environment that reflects their philosophies on how children learn. She suggested that teachers organize the room so children could take care of themselves and their belongings independently. A choice of materials should be easily accessible and labeled. A daily schedule and routine is also important when creating an environment and atmosphere where children could take risks, celebrate their accomplishments, self-monitor, and create meaning out of events happening around them. Neuman, Copple, and Bredekamp (2000) state, "Although children are "hard-wired" to acquire language, they require environments in which they experience language used in meaningful contexts. The variety of language that children experience, as well as the quantity, matters."

Pinnell and Fountas (1998) suggested that shared reading was a highly supportive instructional context. They explained that the teacher and child read together from an enlarged text (books, songs, poems, charts), which might contain repeating words. With teacher support shared reading offered continuous opportunities for the development of reading and language skills and strategies.

In *Joyful Learning* (1991), Fisher suggested that the benefits of shared reading:

1. Develops a sense of community in the classroom, building upon the value of the group experience of culturally significant language that is transmitted through group participation.

2. Promotes a community of learners where everyone has something to contribute and learn from one another.
3. Acknowledges that language is social.
4. Gives opportunities for all children to attend to what is personally meaningful, interesting, functional, and to share it with others.
5. Engages all children in reading-like behavior.
6. Enables children to share more of themselves by allowing for repeated opportunities to take risks, approximate, self-correct, and comprehend within the safety of the group in a non-competitive atmosphere.
7. Brings children in contact with the literary experience of books and the language of the outside world.
8. Validates reading for meaning.
9. Provides demonstrations of appropriate selection and use of the three-cuing systems.
10. Enables individuals to develop and internalize their own learning style.
11. Gives opportunities for children at all stages on the reading continuum to be successful learners.
12. Offers optimum quality and quantity time each day for teacher to demonstrate.

Fisher suggested keeping the shared reading sessions lively, relaxed, non-competitive, and always-focused on meaning. The atmosphere should allow all children to learn and participate.

Using these strategies allowed the children to gain confidence in their ability to develop as language learners and users. (1991)

Researchers suggested for optimal learning, teachers should involve students actively in many meaningful, functional language experiences, such as speaking, listening, writing, and reading. Sharing circle was a teaching strategy recommended by Allen (1996). He stated,

> Sharing circle is the main instructional strategy for developing independent sharing skills. The strategy increases children's ability to provide detailed information and descriptions. It also promotes a greater awareness of audience needs as children add or clarify information in response to the listeners' comments or questions.

According to the educators in Reggio Emilia, Italy, (1998) "Social exchange is seen as essential in learning. Through shared activity, communication, cooperation, and even conflict, children co-construct their knowledge of the world, using one child's idea to develop another's, or to explore a path yet unexplored."

Lindfors (1991) agreed that language is used always for some purpose(s). It was through interaction in a wide variety of social contexts that the child's language became a more widely adapted communication instrument. Although research indicated that a sharing circle encouraged interaction among children, they also needed appropriate teacher modeling and questioning to continue to develop oral language abilities. The long-term goal of sharing was to encourage children to begin sharing confidently and independently with minimal teacher support (Allen,

1996). This in turn allowed the teacher the opportunity to observe and assess which provided powerful and reliable information about the students' skills and progress.

Neuman, Copple, and Bredekamp (2000) stated:

> Teaching and assessment are complementary processes; one activity informs the other. The following principles should be considered in designing an assessment program:
>
> 1. Assessment should support children's development and literacy learning.
> 2. Assessment should take many different forms.
> 3. Assessment must avoid cultural bias.
> 4. Assessment should encourage children to observe and reflect on their own learning progress.
> 5. Assessment should shed light on what children are able to do as well as the areas where they need further work.

After review of the literature solutions it was evident that the capability for improving oral language skills to enhance academic achievement would be a challenging task.

The literature consistently stated the importance of oral language development at an early age. Before achieving academic proficiency, oral language was one of the important means of

acquiring knowledge. Lempke (1989) suggested that throughout life oral language skills remained essential for engagement in intellectual dialogue and for the communication of ideas.

## Project Objectives and Processes

As a result of increased instructional emphasis on oral language, during the period of September 10, 2001 to December 14, 2001, the pre-kindergarten and kindergarten grade students will increase their academic achievement, as measured by teacher observations, student interviews, student screening, and parent questionnaires. As researchers we hope to increase our knowledge as educators.

In order to accomplish the project objective, the processes listed below are necessary. These will be implemented over a thirteen-week period.

1. Integrating shared reading into curricular units will provide students with the opportunity to participate in a variety of language activities.
2. Sharing time (small group, large group, student/teacher, peer/peer) is an instructional strategy for developing independent sharing skills. It has the potential to increase the child's ability to provide detailed information and descriptions.
3. Home/school connection will assist parents in being able to provide children with the basic foundations on which successful learning can be built.

**Project Action Plan**

This project on enhancing oral language skills with pre-kindergarten and kindergarten students will take place during the first semester of the 2001-2002 school year. All skills and activities will be integrated into the existing classroom curriculum.

Week I: September 10 – 14

1. Parent/guardian orientation
    A. Parent/guardian letter and questionnaire
    B. Parent/guardian contract
2. Introduce shared reading
3. Literacy push-in lessons

Week II. September 17 - 21

1. Begin student interview and screening
2. Shared reading
3. Literacy push-in lesson
4. Journal writing/familiar reading

Week III. September 24 – 28

1. Continue student interview and screening
2. Shared reading
3. Literacy push-in lesson
4. PACT night (Parent and Children Together)
5. Journal writing/familiar reading

Week IV. October 1 – 5

1. Shared reading
2. Literacy push-in lesson
3. Journal writing/familiar reading

Week V. October 8 – 12

1. Shared reading
2. Literacy push-in lesson
3. Introduce weekly share time
4. Journal writing/familiar reading
5. Home/school connection

Week VI. October 15 – 19

1. Shared reading
2. Literacy push-in lesson
3. Continue weekly share time
4. Journal writing/familiar reading
5. Home/school connection

Week VII. October 22 – 29

1. Shared reading
2. Literacy push-in lesson
3. Sharing time
4. Journal writing/familiar reading
5. Home/school connection

Week VIII. October 29 – November 2

1. Shared reading
2. Literacy push-in lesson
3. Sharing time
4. Journal writing/familiar reading
5. Home/school connection

Week IX. November 5 – 9

1. Shared reading
2. Literacy push-in lesson
3. Sharing time
4. Journal writing/ familiar reading
5. Home school connection

Week X. November 12 – 16

1. Shared reading
2. Literacy push-in lesson
3. Sharing time
4. Journal writing/familiar reading
5. Home/school connection

Week XI. November 19 – 21

1. Shared reading
2. Literacy push-in lesson
3. Sharing time
4. Journal writing/familiar reading
5. Home/school connection

Week XII. November 26 – 30

1. Shared reading
2. Begin post interviews and screenings
3. Literacy push-in lesson
4. Sharing time
5. Journal writing/familiar reading
6. Home/school connection
7. Send home final parent/guardian questionnaire

Week XIII. December 3 – 7

1. Shared reading
2. Literacy push-in lesson
3. Finish post interviews and screenings
4. Sharing time
5. Journal writing/familiar reading
6. Home/school connection

**Methods of Assessment**

In order to assess the effects of the intervention, pre- and post-screenings, checklists, and student/teacher interviews will be used. By using these methods of assessment, indications of knowledge growth will be determined.

# Chapter 4

## PROJECT RESULTS

The objective of this project was to improve oral language skills.

### Historical Description of the Intervention

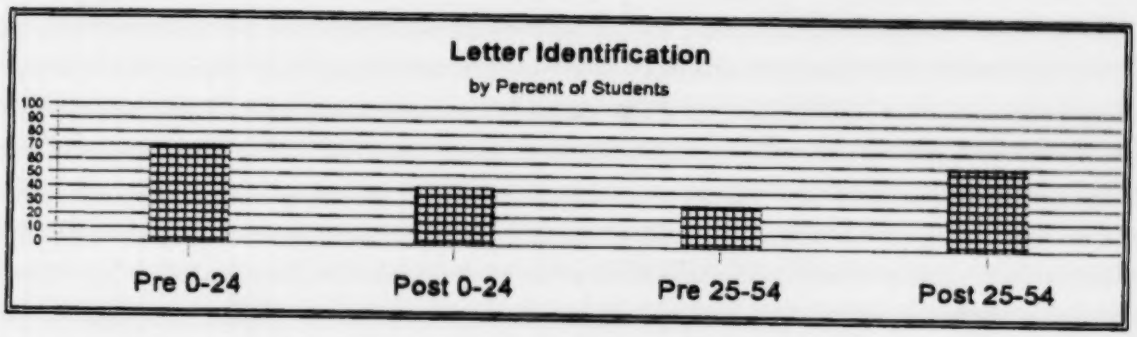
Reading and writing interview and screening tools were employed to document skills prior to beginning implementation of the planned intervention. The students' skills were documented for thirteen weeks to pinpoint oral language skills targeted. After the intervention, the screening tools were again employed to assess positive oral language skills and academic development.

### Presentation and Analysis of Results

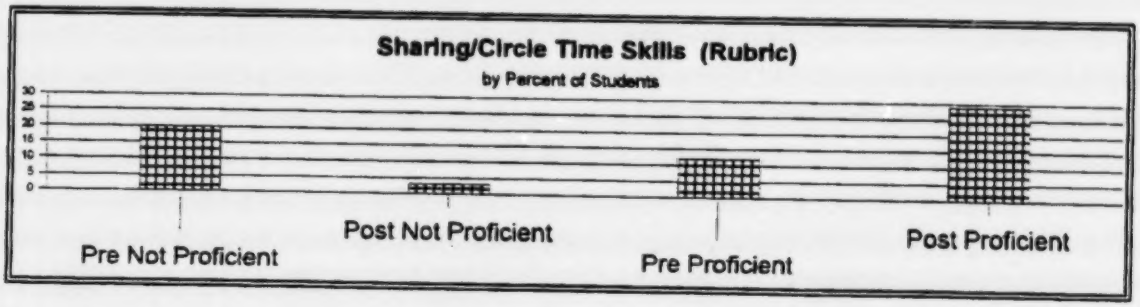
In order to assess the students' oral language development the researchers utilized three assessment tools for pre- and post-study data. The first assessment used was an interview given by the teacher to the child. This tool pertained to the students' understanding of reading and their reading habits (Appendix B). The second component used was the pre-kindergarten and kindergarten screening tool. This evaluation tool was given by the teacher to assess letter identification (Appendix C). The final assessment used was a sharing time rubric which was an activity based rating scale to determine oral language proficiency (Appendix D).

| General Reading Knowledge | | | | | | |
|---|---|---|---|---|---|---|
| Classrooms | 1 | | 2 | | 3 | |
| | Pre | Post | Pre | Post | Pre | Post |
| Students who know about reading | 23% | 66% | 77% | 84% | 80% | 90% |
| Students who see others read | 88% | 100% | 100% | 100% | 100% | 100% |
| Students who have knowledge on why people read | 33% | 44% | 93% | 100% | 100% | 100% |
| Students who know what good readers do | 22% | 55% | 47% | 69% | 50% | 70% |

This graph showed that after the intervention, out of the total of nine pre-kindergarten and twenty-three kindergarten students there was an overall increase in general reading knowledge. These results were not surprising considering the fact that the interventions used in class emphasized a literate environment. The home/school connection assisted parents in being able to provide children with the basic foundations on which successful learning could be built. Providing students with reading awareness allowed them the scaffolding needed to express their thoughts and build on prior knowledge.




The graph above indicated that after the interventions out of a total of thirty-two students 41% could identify 0-24 letters and 59% could identify 25-54 letters. This data suggested that there was an overall increase in letter identification. The researchers felt that this increase was due to the interventions implemented during this research. By integrating shared reading into curricular units students were provided with opportunities to participate in a variety of language activities. The researchers also felt that child development played an equally important role in this increase shown on the graph. To indicate this information, all of the pre-kindergarten students were in the 41% range (0-24 letter identification).




The graph above indicated that after the interventions out of a total of thirty-two students, 90% were proficient in the areas of content, language structures, independence, and participation concerning activity based sharing. The researchers felt that this increase was due to the environment that produced a community atmosphere that was safe and noncompetitive. This environment allowed all children to learn and participate where risk taking was encouraged. Sharing time provided many meaningful language experiences, such as listening, reading, writing, and speaking.

## Conclusions

Based on the presentation and analysis of the data on oral language development the students showed an improvement in oral language skills due to the strategies that were implemented during our action research study. The oral language skills learned during shared reading and sharing time were the ability to provide detailed information and descriptions. These two strategies allowed the students to share with confidence and enjoyment. It also provided a higher level of interaction with their peers. The home/school connection promoted a positive influence on children's language at home. It gave opportunities for parents to talk and share stories with their child. Parents showed such a great interest that they requested more of these opportunities.

## Recommendations

The three strategies used provide their own problems. For anyone considering using these the following recommendations are suggested:

1. Interviews/surveys may not work because they may not be returned. Only 42% were returned in this study.
2. In order to accomplish your project objective don't implement too many strategies.
3. Be prepared to spend time journaling and assessing.
4. Get the Principal's approval.
5. Be aware that all information and surveys from parent/student may not be accurate.

6. Be aware of the amount of time that you allow your students to use their oral language in the classroom.
7. Be reflective.
8. Go softly with parents and remember the positive.
9. Be flexible with your daily schedule.
10. Be willing to let some things go.

Even though the strategies employed did improve oral language skills the environment and child development still play an important role in a child's oral language success. The combination of all three could possibly make a real difference in classroom life.

## Researchers' Perspectives

### *Classroom 1*

My research has shown me the importance of providing children with multiple opportunities to use their oral language skills. These opportunities included sharing time, dramatic play, and shared reading. My dramatic play area has become a powerful vehicle for guiding the growth of oral language. This area has provided my students with a way to discover themselves, learn how to problem-solve, and learn how to deal with new experiences. I have found that my dramatic play area prepares my students by allowing them to rehearse "life" using language in a lifelike setting. It is evident that children respond to language through drama. This research has truly shown me how important the classroom environment is. It is essential that I create an environment where the children are encouraged to take risks, listen, and exchange

language. Since the strategies we used were so successful, I will continue to implement these next year.

***Classroom 2***

My research has shown me the importance of the home and school environments in relationship to a child's academic achievement. I have discovered that oral language is a vehicle for development of writing and reading. My favorite part of the research was implementing weekly journal into my curriculum. Even though journaling was new to them, the children seemed to be empowered by this activity. Through multiple oral interactions they learned to attend to language and respond to its meanings in this new situation. I must admit there were times when I felt overwhelmed by the multiple strategies we implemented during our research. If I had to do this research project over I would implement fewer strategies. Finally, and most importantly, I have learned that children acquire oral language skills in an atmosphere that is largely child centered. When the children are active, curious participants, and they are allowed multiple opportunities to communicate, they will be successful.

***Classroom 3***

My research has shown me the importance of allowing children to use oral language. I have found that by using a variety of experiences it has helped shape self-concepts and the self esteem of children in my classroom.

Sharing time and shared writing and reading provided the children social competence in not only the classroom lessons, but also outside the classroom. This research has validated the

importance of communication in young children. Children at this age truly develop reciprocal friendships. There were times where I felt I was spending too much time on our sharing circle. I often felt I needed to move on to other areas of the curriculum, but the outcome of these experiences outweigh any negative thoughts. I will continue to use the strategies we implemented. I feel this research has encouraged me to use strategies and techniques I would not have implemented in the past.

It was gratifying to watch our students grow. It was our hope that our students would benefit from this experience. Being able to collaborate with each other daily was truly a benefit to our research and the children. We relied on feed-back from one another. Without this continued communication and support, our research would not have gone so smoothly. We have grown in so many ways. We will continue to support each other through out our teaching careers.

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## Parent Questionnaire

**Name**_____

**Parent Name**_____

Do you read to your child at home?

How many minutes a day?

What stories does your child enjoy?

Who picks the stories read?

Do you discuss the stories when finished reading?

**Beginning of the Year Reading and Writing Interview**

Name of the Child_____ Date_____
Name of Interviewer_____

## Reading

**A. Getting to know you:**

1. What are some things you like to do?

2. What kind of stories do you like best?

3. What is your favorite book? Why?

**B. Being read to at home:**

1. Are you read stories at home?

2. Who read to you?

3. Who picks the stories?

**C. General reading knowledge:**

1. What is reading?

2. Who do you see read?

3. Why do people read?

4. What do good readers do?

**D. Child's reading:**

1. Can you read? Tell me about it.

(If the child answered yes, ask following)

a. What can you read?

b. When did you learn to read?

c. How did you learn to read?

d. When you are reading and come to something you don't know, what do you do?

e. Was it easy or hard to learn to read?

(If the child answered no, ask following)

a. What do you do when you look at a book?

b. Can you tell in your own words the story of a book you know?

c. How do you think you will learn to read?

d. Do you think it will be easy or hard to learn to read?

## Writing

**E. General writing knowledge:**

1. What is writing?

2. Who do you see writing?

3. What are they writing?

4. Why are they writing?

**F. Child's writing**

Most children believe they can write. If necessary explain that writing can be scribbling, writing random letters, writing the letters they hear in a word, invention spelling and more conventional forms.

1. What can you write?

2. When did you learn to write?

3. How did you learn to write?

KEY: Fall - red ink
Spring - green ink
- or blank

# PREKINDERGARTEN SCREENING

Name:_____ Birthdate:_____

Rote Counts to:

| Fall | Spring |
|---|---|
| _____3 (3s) | _____3 (3s) |
| _____5 (3s/4s) | _____5 (3s/4s) |
| _____10 (4s) | _____10 (4s) |

Points to or Names Colors:

red orange yellow green blue
purple black brown white pink

Counts objects to: _____1-3 (3s) _____1-5 (4s)

F:___ S:___

F:___ S:___

F:___ S:___

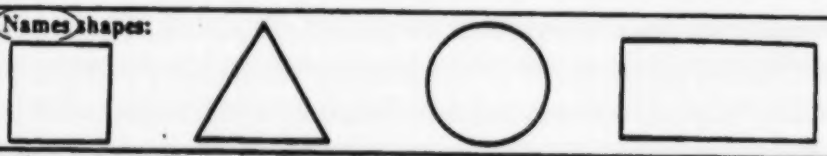
Points to or Names Numbers:

3 5 1 4 2 0

9 8 6 10 7

F: S:

Points to or Names shapes:



F: S:

Follows Directions: 2 step (3s) 2-3 step (4s)

"Now I'm going to ask you to do some things. Wait until I'm done."

| | | |
|---|---|---|
| Clap your hands, touch your nose. | F:__/2 | S:__/2 |
| Tell me your name, point to your hair. | F:__/2 | S:__/2 |
| Stand up, touch your ears, tell me how old you are. | F:__/3 | S:__/3 |
| Clap your hands, point to me, tell me your name. | F:__/3 | S:__/3 |

"Please say the alphabet."

Spring (sings/says):

---

Names Capital Letters: Fall: 3s "Show me your letter ____." (from 1 row)
Fall: 4s – give all for baseline
Spring: baseline for next year

B S F M T A N

J P L H I R

G D O C K W U

V Y Z Q X E

F:___ S:___

---

Names Lower Case Letters:

b s f m t a n

j p l h i r

g d o c k w u

v y z q x e

F:___ S:___

## Phonological Awareness Skills

**Rhyming Words: (4s)**
"Tell me a word that rhymes with ....

mouse _____ bed _____

pop _____ cat _____

dad _____ ham _____

F: ___ S: ___

"Words that rhyme sound the same like cat & hat. Cat and hat sound the same. They rhyme."
"Do these words rhyme?"

1. man – fan
2. cookie – milk
3. sit - bit
4. horse – cow
5. big – little
6. pop – hop

S: ___

---

**Gives Sound For Letter Symbol: (4s)**
"What sound does this letter make?"

S B F M T N J

P L H R G D

C W V Y K Z

S:___

FALL: "Write as much of your name as you can." Left/Right

SPRING: "Write as much of your name as you can." Left/Right

**Holds and uses pencil or markers:** ____fist (3s) ____pincer (4s) ____purposeful marks

____scribble writes (3s) ____copies/writes letter like shapes (4s) ____copies/writes own name (4s)

**Holds and uses scissors:**

____snips/cuts across paper (3s) ____cuts line/shape (4s)

KEY: Fall - red ink
Winter – blue ink
Spring – green ink

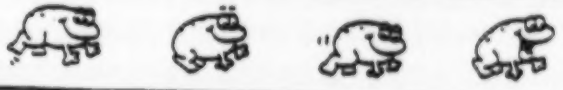
## KINDERGARTEN SCREENING

Name:_____ Birthdate:_____

**Rote counts to** (stop at 30):
Fall _____
Winter____
Spring____

**Names Colors:**
red orange yellow green blue
purple black brown white pink

**Counts objects accurately:**



F:___
W:___
S:___

F:___
W:___
S:___

F:___
W:___
S:___

**Names Numbers:**

3 5 1 4 2 0

9 8 6 10 7

17 11 16 12 15

13 20 18 14 19

**Names shapes:** F: W: S:

F:___
W:___
S:___

**Follows 2-3 Step Directions:**
"Now I'm going to ask you to do some things. **Wait until I'm done"**

Clap your hands, touch your nose F:__/2__ W:__/2__ S:__/2__

Stand up, touch your ears, tell me how old you are F:__/3__ W:__/3__ S:__/3__

Clap your hands, point to me, tell me your name F:__/3__ W:__/3__ S:__/3__

"Please say the alphabet"

Fall (sings/says):

Winter (sings/says):

Spring (sings/says):

---

Names capital letters:

B S F M T A N

J P L H I R

G D O C K W U

V Y Z Q X E

F:___ W:___ S:___

---

Names lower case letters:

b s f m t a n

j p l h i r

g d o c k w u

v y z q x e

F:___ W:___ S:___

FALL "Write as much of your name as you can in the box" Left/Right

WINTER "Write as much of your name as you can in the box" Left/Right

SPRING "Write as much of your name as you can in the box" Left/Right

## Phonological Awareness Skills

**Recognizing Rhyming Words:**
"Words that rhyme sound the same like cat & hat. Cat and hat sound the same. They rhyme."
"Do these words rhyme?"

1. man – fan
2. cookie – milk
3. ham – Sam
4. bread – butter
5. horse – cow
6. big - little
7. pop - hop
8. sit - bit
9. mom - dad
10. bed – red

W:____ S:____

---

**Blending Sounds into Words:**
"I am going to stretch out some words like this: a - t — the word is "at".
Now I want you to guess the word I stretch"

1. u – p
2. b - e
3. m – y
4. m – an
5. f – ish

W:____ S:____

---

**Segmenting Phonemes in Words:**
"Now I want you to stretch out the word I say like this: go — "g – o". Now you try it"

1. me
2. bat
3. cup

W:____ S:____

---

**Gives Sound For Letter Symbol:**
"What sound does this letter make?"

S B F M T N J

P L H R G D

C W V Y K Z

W:____ S:____

# ISEL: Illinois Snapshot of Early Literacy

**Summary: Student Scoresheets**

Student_____ Date of Birth_____ Gender: M F

School_____ Room #_____ Kdn. Teacher_____

and/or

1st Gr. Teacher_____

☐ Full-day Kindergarten _____ Testing Date _____ Testing Date

☐ AM Half-day Kindergarten _____ Testing Date _____ Testing Date

☐ PM Half-day Kindergarten _____ Testing Date _____ Testing Date

☐ First Grade _____ Testing Date _____ Testing Date

Attended a preschool:

Yes ☐

No ☐

Not known ☐

| SNAPSHOTS | Total Score | DATE: | DATE: | DATE: | DATE: |
|---|---|---|---|---|---|
| 1 Alphabet Recognition: Upper and Lower Case | 54 | | | | |
| 2 Story Listening: Comprehension and Vocabulary | 21 | | | | |
| 3 Phonemic Awareness: Initial Consonant | 10 | | | | |
| 4 One-To-One Matching and Word Naming | 9 | | | | |
| 5 Letter Sounds | 26 | | | | |
| 6 Developmental Spelling | 27 | | | | |
| 7 Word Recognition | 22 | | | | |
| 8 Graded Passage Reading: a) Early 1st Grade (3 points) | 12 | | | | |
| b) Mid 1st Grade (3 points) | | | | | |
| c) End-of-1st Grade (3 points) | | | | | |
| d) Early 2nd Grade (3 points) | | | | | |

Comments/Observations:

# ALPHABET RECOGNITION

Snapshot 1

| | |
|---|---|
| **MATERIALS** | This scoresheet<br>Pages 1 and 2 in ISEL Student Booklet |
| **DO and SAY** | *"Say the name of each letter. If you don't know a letter, just skip it and go on."*<br>Teacher points to each letter. |
| **MARK*** | Incorrect response ..... Record incorrect response (including reversals) above letter.<br>No response or "I don't know"..... Circle omitted letter.<br>Self-corrections..... Place (sc) above self-corrected letter. |

**RECORD***

If child misses the first 6 upper case letters:

1. Discontinue Upper Case Recognition task.
2. Skip Lower Case Recognition task.
3. Go directly to Listening Comprehension. Snapshot 2.

**UPPER CASE RECOGNITION**

| | | | | | |
|---|---|---|---|---|---|
| O | B | A | X | C | Z |
| S | E | P | L | T | M |
| F | W | K | R | D | I |
| Y | O | H | G | N | J |
| U | V | | | | |

If child misses the first 6 lower case letters:

1. Discontinue Lower Case Recognition task.
2. Go directly to Listening Comprehension. Snapshot 2.

**LOWER CASE RECOGNITION**

| | | | | | | |
|---|---|---|---|---|---|---|
| o | c | x | s | z | i | e |
| w | p | m | k | r | y | t |
| a | v | j | f | u | a | n |
| h | b | g | d | l | q | g |

**SCORE** Score 1 point for each correct letter. Count self-corrections as correct. Do not count reversals as correct.

**Comments/Observations:**

**Alphabet Recognition: Upper Case** /26
**Lower Case** /28

**TOTAL** /54

*See Teacher Manual for examples.

## STORY LISTENING: Comprehension and Vocabulary

Snapshot 2

| | |
|---|---|
| **MATERIALS** | This scoresheet<br>*The Carrot Seed.* Page 3 in ISEL Student Booklet |
| **DO and SAY** | *"I'm going to read a story. It's called 'The Carrot Seed.' When I'm finished, we'll talk about the story."* |
| **MARK*** | Read story through without stopping to discuss, positioning book so that student can see pictures.<br>Ask questions below. Probe if necessary. Additional questions for probing are provided in parentheses.<br>Record minimum response with a plus (+) in box.<br>Record bonus point as plus (+) in circle(s) if student uses certain vocabulary word/phrases during answer. |

| **RECORD*** Administer all questions. | | |
|---|---|---|
| | 1. How did the story begin? (What was the first thing the little boy did?) | ☐ Gives any reasonable answer: planted a carrot; planted a seed; put something into the ground; planted something in the ground; put something in to grow, etc.<br>◯ Uses any form of the word ***plant*** (e.g. ***planted***).<br>◯ Uses ***seed*** and/or ***carrot***. |
| | 2. After he planted the seed, what did his family say? | ☐ Gives any reasonable answer.<br>◯ Uses ***come up*** and/or any form of the word ***grow***. |
| | 3. What did he do after his family said it wouldn't come up? | ☐ Gives a reasonable answer: he took care of it; he watered it; he pulled the weeds; he kept watching it, etc.<br>◯ Uses any form of the word ***water*** (e.g. ***watered***).<br>◯ Uses any form of the word ***weed***. |
| | 4. Why did the little boy keep taking care of the carrot seed after his mother, father, and brother said it wouldn't come up? | ☐ Gives any reasonable answer: he wanted a carrot; he wanted to keep taking care of it, etc.<br>◯ Gives any form of the words ***believe*** (e.g. ***he didn't believe them***) and/or ***know*** (e.g. ***he knew it could grow***) and/or ***thought differently*** (e.g. ***he knew it could grow***). |
| | 5. What happened at the end of the story? | ☐ Gives any reasonable answer: it came up; he got his carrot; he carried it away, etc.<br>◯ Uses any form of the word ***grow*** (e.g. ***growed***) or ***came up***. |
| | 6. Tell me how you plant a seed. | ☐ Gives any reasonable answer: put something to grow; put something in the dirt; dig a hole for seeds, etc.<br>◯ Uses any form of the word ***dig and/or hole***, and/or ***bury***.<br>◯ Uses any form of the word ***ground and/or dirt***. |
| | 7. What are weeds? | ☐ Gives any reasonable answer: little things in the ground; the little sticks; little plants; green things, etc.)<br>◯ Indicates they are plants or growing things (not sticks): **plant; flower; growing stuff; like little grasses**.<br>◯ Indicates that they are harmful (***they crowd; they take the shade; they are bad; you don't want them there***). |
| | 8. What is a carrot? | ☐ Gives any reasonable answer: something you eat; a vegetable; for bunnies; for eyes; for horses; food; dinner; for your health<br>◯ Uses any form of the word ***vegetable***. |
| | 9. Tell me something that was funny or surprising or that you liked or didn't like in the book. | ☐ Gives ***any*** answer except, "I don't know." |
| **SCORE*** | Score one point for each box or circle that contains a plus. | |

**Comments/Observations:**

**Story Listening: Comprehension and Vocabulary _____ /21**

*See Teacher Manual for examples.



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## PHONEMIC AWARENESS: Initial Consonant

Snapshot 3

**MATERIALS**

This Scoresheet
Page 4 in ICEL Student Booklet

**DO and SAY**

***"Let's find pictures that start with the same sound. I'll do the first one."***

EXAMPLE A ***"Which of these pictures start like MOON?"*** Teacher points to each picture as it is named. ***COMB—CHAIN—MILK. MILK starts like MOON. MMMILK—MMMOON."*** Stretch out beginning sounds of MILK and MOON to emphasize that they match.

EXAMPLE B ***"Let's do the next one together*** (continue pointing). ***Which one starts like FISH? SAW—FIRE—CAR. FIRE starts like FISH. FFFIRE—FFFISH."***

***"Now let's do some more."*** Read the ten sentences below. Do not stretch out any parts of these words. Teacher points to each picture as each is named.

If child tries to say the picture names first, say, ***"Let me say the picture names."***

If child tries to answer before *all* three pictures are named, say, ***"Wait until I name them all."***

**MARK**

Circle each response (correct responses are capitalized and bold-faced).

**RECORD**

Administer all items.

| | | | |
|---|---|---|---|
| 1. *"Which one starts like* ***SIDE****?"* | ring | jeep | **SUN** |
| 2. *"Which one starts like* ***MAIL****?"* | foot | **MOP** | bat |
| 3. *"Which one starts like* ***SHINE****?"* | **SHOE** | chair | doll |
| 4. *"Which one starts like* ***JET****?"* | shell | **JAM** | bike |
| 5. *"Which one starts like* ***FEET****?"* | mask | **FAN** | door |
| 6. *"Which one starts like* ***LAMP****?"* | **LEAF** | moon | cake |
| 7. *"Which one starts like* ***ROAD****?"* | fence | bell | **RAKE** |
| 8. *"Which one starts like* ***CAN****?"* | sink | fork | **CUP** |
| 9. *"Which one starts like* ***BACK****?"* | **BIRD** | fish | shirt |
| 10. *"Which one starts like* ***PAN****?"* | nose | **PIG** | lamp |

**SCORE**

Score 1 point for each correct answer.

**Comments/Observations:**

**Phonemic Awareness: Initial Consonant** ____/10

2/15/01

# ONE-TO-ONE MATCHING and WORD NAMING

Snapshot 4

## MATERIALS

This scoresheet
Pages 5. 6. and 7 in ISEL Student Booklet

## DO and SAY

*"We're going to read a short story together. I'll read each page first and point to each word as I read. Then it will be your turn to read and point on the same page."*

The process below is repeated in full for each sentence before moving on to the next page of the story:

[1] Teacher reads alone, pointing to each word in the sentence
[2] Child reads alone, pointing to each word in the sentence (If child fails to point, place his/her finger on the page and say, *"Point."*)
[3] Teacher points to each of 2 target words in the sentence and asks child. *"What's this word?"* (one at a time)

**NOTE:** After teacher reads and points (step 1 above), the teacher avoids talk or distractions to facilitate child's memory of the sentence

## MARK*

Child points once to each and every word as sentence is read..... Plus (+) in WORD POINTING column
Child does *not* point to each and every word in sentence..... Dash (-) in WORD POINTING column

Child identifies a target word to which teacher points..... Plus (+) in WORD NAMING column
Child does *not* identify target word to which teacher points..... Dash (-) in WORD NAMING column

**NOTE:** In WORD NAMING, if child's word naming response is a close approximation, score response as correct (e.g. child says "*walked*" instead of "*walking*")

If child struggles to remember/repeat a sentence, check DIFFICULTY REMEMBERING SENTENCE box

## RECORD*

Administer all tasks.

| Sentences | Word Pointing | Word Naming | Word Naming |
|---|---|---|---|
| 1. Kim is walking (2) in the rain (1).<br>☐ Difficulty remembering sentence | _____<br>Read and pointed to all words | _____<br>1. rain | _____<br>2. walking |
| 2. She (1) sees a big (2) dog.<br>☐ Difficulty remembering sentence | _____<br>Read and pointed to all words | _____<br>1. she | _____<br>2. big |
| 3. The dog (2) shakes water (1) on Kim.<br>☐ Difficulty remembering sentence | _____<br>Read and pointed to all words | _____<br>1. water | _____<br>2. dog |

## SCORE

Add pluses (+) in WORD POINTING column, enter below (total possible = 3).
Add pluses (+) in WORD NAMING columns, enter below (total possible = 6).

**Comments/Observation:**

One-to-One Matching: Word Pointing ___/3
Word Naming ___/6
TOTAL ___/9

*See Teacher Manual for examples.

2/15/01

# LETTER SOUNDS

Snapshot 5

## MATERIALS

This Scoresheet
Page 8 in ISEL Student Booklet

## DO and SAY

*"You told me the names of the letters. Now tell me the sound you make when you see each letter. Not the name...just the sound. If you don't know the sound for a letter, we'll skip it and go on. Here's how I do it. When I see this letter* (point to M), *I say, /mmm/."*

After giving an example with M, say, *"Now I want you to make sounds for some more letters."*

If child says the *name* and not the sound, point again and say, *"That's the name. Do you know the sound?"*

If child says a *word* that begins with the sound, point again and say, *"Can you make the sound for this letter?"*

If child gives the *long* sound for a vowel, say *"Do you know another sound for this letter?"* Give credit only if child makes short vowel sound.

## MARK*

| | |
|---|---|
| Incorrect response..... | Record incorrect response above letter |
| No response or "I don't know"..... | Circle omitted letter |
| Self-correction..... | Place (sc) above self-corrected letter |
| Child says letter name before giving sound (e.g."b" /b/)... | Response is considered correct |
| Child attaches an /uh/ sound after consonant (e.g. /buh/)..... | Response is considered correct |

## RECORD*

If child misses the first 6 letter sounds:

1. Discontinue Letter Sounds
2. Go directly to Developmental Spelling, Snapshot 6.

**Consonant Sounds**

| | | | | | |
|---|---|---|---|---|---|
| B | S | P | T | K | Z |
| D | F | C | V | J | G |
| L | N | R | H | W | Y |

**Short Vowel & Digraph Sounds**

| | | | | |
|---|---|---|---|---|
| a | o | e | i | u |
| sh | th | ch | | |

## SCORE

Score 1 point for every correct sound. Count self-corrections as correct.

**Comments/Observations:**

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*See Teacher Manual for examples.

Letter Sounds ____/26



2/15/01

# DEVELOPMENTAL SPELLING

Snapshot 6

**MATERIALS**

This scoresheet
Back page of this packet and a pencil (for student use)

**DO and SAY**

*"We're going to write some words. I'll go first. The word is 'MAT.' What letter should I write first?"*

If child does not provide a letter, say, *"I hear an M."* Write the letter M.

*"Do you hear anything else?"* Supply letters if child does not say remaining letter names.

Repeat process for LIP. Do not skip 2nd exemplar.

Clearly pronounce each of 6 spelling words to child. Do not stretch out or pronounce slowly.

To determine if child has finished spelling, say, *"Let me know when you're ready for the next word."*

**MARK***

Reproduce child's spelling in **CHILD'S SPELLING** column.

**RECORD***

| | CHILD'S SPELLING | CORRECT & ACCEPTABLE LETTERS | | | | LETTER POINTS | BONUS POINT (Correctly Spelled) | TOTAL POINTS |
|---|---|---|---|---|---|---|---|---|
| 1. back | | b<br>p | a | ck<br>c<br>k<br>g | | [3] | [1] | [4] |
| 2. mail | | m | a<br>ay<br>ai | l<br>le<br>o | | [3] | [1] | [4] |
| 3. step | | s<br>c | t<br>d | e<br>a | p<br>b | [4] | [1] | [5] |
| 4. junk | | j<br>g | u<br>o | n | k<br>c<br>ck | [4] | [1] | [5] |
| 5. peeked | | p<br>b | ee<br>e<br>ea | k<br>c<br>g | ed<br>t<br>d | [4] | [1] | [5] |
| 6. chin | | ch<br>h<br>t<br>c<br>j<br>g | i<br>e | n | | [3] | [1] | [4] |

**SCORE**

1. Circle first consonant. Discontinue if first consonant is not represented by a letter listed under CORRECT & ACCEPTABLE LETTERS.
2. After circling first consonant, circle other letters *if they occur in order from left to right* under CORRECT & ACCEPTABLE LETTERS. Ignore inserted letters.
3. For each word, count number of columns that include a circled letter. Only one point can be given per column. Enter number under LETTER POINTS.
4. Award one additional point under BONUS POINT for each word that the child spells correctly.
5. Add LETTER POINTS and BONUS POINT (if earned) for each word and enter under TOTAL for that word.

**Comments/Observations:**

**Developmental Spelling** ____/27

*See Teacher Manual for examples.

Use with Snapshot 6

_____
1st teacher exemplar

_____
2nd teacher exemplar

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

_____
After spelling, student prints name here

## WORD RECOGNNITION

Snapshot 7

| | |
|---|---|
| **SET UP** | This scoresheet<br>Pages 9 in ISEL Student Booklet |
| **DO and SAY** | *"Let's see if you can read any of these words. I'll point and you read."*<br>If prompts are needed say. *"What's this one?"* or *"How about this one?"* or *"Try it."* |
| **MARK** | Correct response..... Plus (+) next to word<br>Incorrect response ..... Record attempt and/or incorrect response<br>No response or "I don't know"... dk next to word<br>Self-corrections..... (sc) next to word |

**RECORD**

*If child misses any 6 words in a sequence:*

1. Discontinue Sight Vocabulary.
2. Go to Passage Reading, Snapshot 8.

| | | |
|---|---|---|
| 1. cat _____ | 9. look _____ | 16. into _____ |
| 2. go _____ | 10. play _____ | 17. big _____ |
| 3. is _____ | 11. this _____ | 18. tree _____ |
| 4. red _____ | 12. there _____ | 19. friend _____ |
| 5. you _____ | 13. men _____ | 20. made _____ |
| 6. can _____ | 14. road _____ | 21. ready _____ |
| 7. me _____ | 15. never _____ | 22. because _____ |
| 8. and _____ | | |

**SCORE** Score 1 point for each correctly identified word. Count self-corrections as correct.

**Comments/Observations:**

**Word Recognition** _____/22

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## GRADED PASSAGE: Early 1st Grade

Snapshot 8 a

**SET UP**

The book, *Toy Models*, page 10 of [illegible] Student Booklet
This scoresheet

**SAY**

*"This book is called 'Toy Models' and it has many pictures. The authors tell you that they are pictures of toys."*

After reading the cover and title page without pointing, say, *"Read to see what the author tells us about these toys."*

**MARK***

To mark oral reading, see page ___ of Teacher's Manual. Mark a plus (+) in the box for reasonable answers to questions 1 & 2. Circle SMOOTH, WORD-BY-WORD, or LABORED to describe child's oral reading.

**RECORD***

| | | | | | |
|---|---|---|---|---|---|
| p2 | A | car | is | a | toy. |
| p4 | A | boat | is | a | toy. |
| p6 | A | truck | is | a | toy. |
| p8 | A | horse | is | a | toy. |
| p10 | A | doll | is | a | toy. |
| p12 | A | farm | is | a | toy. |
| p14 | A | train | is | a | toy. |
| p16 | A | house | is | a | toy |

1. ASK: *"What do you do with a toy?"*

☐ Accept any answer that indicates it is something you play with.

2. ASK: *"What are some of the toys the book talks about?"*

☐ Probe (student must name at least two toys to receive credit).

**SCORE**

Student's oral reading sounded: ☐ SMOOTH ☐ WORD-BY-WORD ☐ LABORED

Student's total number of errors (do not include self-corrections) is _____. Match number of errors to a box below.

| | | | |
|---|---|---|---|
| ☐ 0 errors = 100%<br>☐ 1 error = 98%<br>☐ 2 errors = 95% | ☐ 3 errors = 93%<br>☐ 4 errors = 90% | ☐ 5 errors = 88%<br>☐ 6 errors = 85%<br>☐ 7 errors = 83%<br>☐ 8 errors = 80% | ☐ 9 or more ≤78% |
| Score = 3<br>CONTINUE to Mid-1* | Score = 2<br>CONTINUE to Mid-1* | Score = 1<br>STOP Passage Reading | Score = 0<br>STOP Passage Reading |

**Comments/Observations:**

**Graded Passage Reading: Early 1st** 0 1 2 3
Circle One

*See Teacher Manual for directions and examples.

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## GRADED PASSAGE: Mid 1st Grade

Snapshot 8 b

**SET UP**

The book, *My Bike*, page 11 of ICEL Student Booklet
This scoresheet

**SAY**

***"This book is called 'My Bike.' In this book, a girl tells you whether she can ride her two-wheel bike after the training wheels are taken off."***

After reading the cover and title page without pointing, say, ***"Read to see what the girl tells us she can do."***

**MARK***

To mark oral reading, see page ___ of Teacher's Manual. Mark a plus (+) in the box for reasonable answers to questions 1 & 2. Circle SMOOTH, WORD-BY-WORD, or LABORED to describe child's oral reading

**RECORD***

p2 My bike has four wheels.

p3 I can ride my bike.

p4 Now my bike has two wheels.

p7 Can I ride my bike?

p8 Mom holds me.

p10 Mom lets go.

p12 I fall down.

p14 I get up.

p16 I can ride my bike.

1. **ASK**: ***"What was the little girl learning to do in this book?"***

☐ Accept any answer that **relates** to learning to ride a bike.

2. **ASK**: ***"How did her Mom help her?"***

☐ Accept any answer that **includes** one of the following: she held her; let her go; watched her.

**SCORE**

**Student's oral reading sounded:** ☐ SMOOTH ☐ WORD-BY-WORD ☐ LABORED

**Student's total number of errors** (do not include self-corrections) **is** _____. **Match number of errors to a box below.**

| | | | |
|---|---|---|---|
| ☐ 0 errors = 100%<br>☐ 1 error = 97%<br>☐ 2 errors = 95% | ☐ 3 errors = 92% | ☐ 4 errors = 89%<br>☐ 5 errors = 87%<br>☐ 6 errors = 84%<br>☐ 7 errors = 82% | ☐ 8 or more ≤79% |
| Score = 3<br>CONTINUE to End-of-1* | Score = 2<br>CONTINUE to End-of-1* | Score = 1<br>STOP Passage Reading | Score = 0<br>STOP Passage Reading |

**Comments/Observations:**

**Graded Passage Reading: Early 1st** 0 1 2 3
Circle One

*See Teacher Manual for directions and examples.

# GRADED PASSAGE: End-of-1st Grade

**Snapshot 8 c**

**SET UP**

The book, *Paint My Room*, page 12 of [illegible] Student Booklet
This scoresheet

**SAY**

*"This book is called 'Paint My Room.' The author tells you the exciting thing that one family decided to do."*
After reading the cover and title page without pointing, say, *"Read to see what this family did."*

**MARK***

To mark oral reading, see page ___ of Teacher's Manual. Mark a plus (+) in the box for reasonable answers to questions 1 & 2. Circle SMOOTH, WORD-BY-WORD, or LABORED to describe child's oral reading.

**RECORD***

Stop reading at the end of page 6. Explain that there is only time to read this far.

p2 "Time to get up!" Mom said.
"Put on your old clothes," Dad said.
"We're going to paint your room today."
Nick sat up.
It was the weekend. Mom and Dad always did something exciting on the weekend.

p4 "What color will we paint it?"
Nick asked.
"You choose," Dad said. "It's your room."
Nick looked all around the room.
Then he had a great idea.
"Let's paint it like a jungle!"

p6 "Painting a jungle will take a long time," said Mom.
"Can we paint the trees first?"
Nick asked.
"OK," Mom said.
"Let's get the cans of paint."
Dad put down a big sheet.
They put the cans of paint on the sheet, and they all started painting trees.

1. ASK: *"When Nick's Mom and Dad woke him up, what did they say to him?"*

☐ Accept any answer that relates to getting dressed, painting his room, etc.

2. ASK: *"When Nick finishes painting his room, how will it be different than most bedrooms?"*

☐ Accept any answer that includes how other bedrooms are only painted one color; that this one will look like a jungle; that this one has trees on the walls, etc.

**SCORE**

Student's oral reading sounded: ☐ SMOOTH ☐ WORD-BY-WORD ☐ LABORED

Student's total number of errors (do not include self-corrections) is _____. Match number of errors to a box below.

| | | | |
|---|---|---|---|
| ☐ 0 errors = 100% | ☐ 7 errors = 94% | ☐ 13 errors = 89% | ☐ 19 errors = 84% |
| ☐ 1 errors = 99% | ☐ 8 errors = 93% | ☐ 14 errors = 88% | ☐ 20 errors = 83% |
| ☐ 2 errors = 98% | ☐ 9-10 errors = 92% | ☐ 15 errors = 87% | ☐ 21 errors = 82% |
| ☐ 3-4 errors= 97% | ☐ 11 errors = 91% | ☐ 16-17 errors= 86% | ☐ 22-23 errors= 81% |
| ☐ 5 error = 96% | ☐ 12 error = 90% | ☐ 18 errors = 85% | ☐ 24 errors = 80% |
| ☐ 6 errors = 95% | | | ☐ 25 or more ≤79% |
| Score = 3 CONTINUE to Early 2nd | Score = 2 CONTINUE to Early 2nd) | Score = 1 STOP Passage Reading | Score = 0 STOP Passage Reading |

*See Teacher Manual for directions and examples

**Graded Passage Reading** (Circle One): **Early 1st 0 1 2 3**



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# GRADED PASSAGE: Early 2nd Grade

**Snapshot 8 d**

**SET UP** The book, *Wind Power*, page 13 of [illegible] Student Booklet
This scoresheet

**SAY** ***"This is a book called 'Wind Power.' In this book, a family tells us about the wind and about a machine that uses the wind to make it run."***
After reading the cover and title page without pointing, say, ***"Read to learn about this machine."***

**MARK*** To mark oral reading, see page ___ of Teacher's Manual. Mark a plus (+) in the box for reasonable answers to questions 1 & 2. Circle **SMOOTH, WORD-BY-WORD, or LABORED** to describe child's oral reading.

**RECORD***

p2 We love to walk up the hill behind our house.
You can see the whole city.
You can see right out to the ocean.
p4 The wind blows there most of the time.
It blows the grass flat.
It's too windy for trees to grow.
p5 At the top of the hill,
there is a big machine.
A wind turbine.
p6 The turbine looks like
a windmill.
p7 It sounds like a windmill
as the blades whirl around.
Swoosh! Swoosh! Swoosh!
p9 The wind blows the blades around.
The blades turn the generator.
The generator makes electricity.
p10 And we use electricity every day,
p12 for all kinds of things.

1. **ASK:** ***"What is a windmill?"***

☐ Accept any answer that **relates** to a big machine or object with paddles or arms that get blown by the wind; a power generator.

2. **ASK:** ***"Why is wind power important?"***

☐ Accept any answer that **relates** to making or providing electricity.

**SCORE**

**Student's oral reading sounded:** ☐ **SMOOTH** ☐ **WORD-BY-WORD** ☐ **LABORED**

**Student's total number of errors (do not include self-corrections) is _____. Match number of errors to a box below.**

| | | | | |
|---|---|---|---|---|
| ☐ 0 errors = 100% | ☐ 6 errors = 94% | ☐ 11 errors = 89% | ☐ 16 errors = 84% | |
| ☐ 1 errors = 99% | ☐ 7 errors = 93% | ☐ 12 errors = 88% | ☐ 17-18 errors = 83% | |
| ☐ 2 errors = 98% | ☐ 8 errors = 92% | ☐ 13 errors = 87% | ☐ 19 errors = 82% | |
| ☐ 3 errors = 97% | ☐ 9 errors = 91% | ☐ 14 errors = 86% | ☐ 20 errors = 81% | |
| ☐ 4 error = 96% | ☐ 10 error = 90% | ☐ 15 errors = 85% | ☐ 21 errors = 80% | ☐ 22 or more ≤79% |
| ☐ 5 errors = 95% | | | | |
| Score = 3 | Score = 2 | Score = 1 | | Score = 0 |

*See Teacher Manual for directions and examples.

**Graded Passage Reading** (Circle One): **Early 2nd** 0 1 2 3



2/15/01

## Activity-based Sharing: Rating Scale

Name: _____

Date: _____

Class: _____

| Area | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| **Content** | • No language initiated spontaneously | • Simple labelling of item or activity | • More detailed description<br>• Explanations included | • Reflective comment |
| **Language Structures** | • Single word responses or incomplete sentences | • Complete but simple sentences<br>• May follow stereotyped sentence pattern and make repetitive use of *'and'*<br>• Non-specific vocabulary | • More complex sentence structure with range of connectors, *e.g. but, if, when*<br>• specific vocabulary used to refer to item or experience | • Sentences linked to create 'text-like' effect |
| **Independence** | • Sharing totally prompted | • Needs frequent prompts<br>• Closed prompts used, e.g. *What did you use?* | • Needs some prompts<br>• Open prompts e.g. *Can you explain more?* | • Shares independently |
| **Participation** | • Avoids turn or has refusal behaviours | • Has turn at teacher request<br>• Non-verbal signs of discomfort | • Bids for turn<br>• Has appropriate non-verbal behaviours | • Approaches sharing with confidence and enjoyment<br>• High level of interaction with audience |

In Process: 0-11
Proficient: 12-16

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# HOME/SCHOOL CONNECTION

PLEASE TAKE TIME TO FILL OUT OUR SURVEY! WE APPRECIATE IT!

1. DO YOU FEEL THAT THE LITERACY BAG WAS A GOOD IDEA?
   YES NO

2. DID YOU ENJOY THE ACTIVITY THAT WAS INCLUDED?
   YES NO

3. WOULD YOU LIKE TO SEE MORE HOME/SCHOOL CONNECTIONS SENT HOME?
   YES NO

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Printed Name/Position/Title:
Student/FBMP

Organization/Address:
Saint Xavier University
3700 W. 103rd St. Chgo, IL

Telephone: 708-802-6219

FAX: 708-802-6208

E-Mail Address: crannell@sxu.edu

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